DOCUMENT RESUME

ED 221 099 HE 015 367

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TITLE Student Affairs Communication with Faculty: An Analysis.
INSTITUTION North Dakota Univ., Grand Forks. Div. of Student Affairs.
REPORT NO UND-RR-SA-050182
PUB DATE [82]
NOTE 35p.; The appended questionnaire may not reproduce well due to small print.
AVAILABLE FROM University of North Dakota, Division of Student Affairs, Grand Forks, ND 58202.

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Ancillary School Services; *College Faculty; Higher Education; *Information Needs; Institutional Research; Knowledge Level; State Universities; *Student College Relationship; Student Needs; *Student Personnel Services; Student Problems; *Teacher Attitudes; Teacher Characteristics; User Satisfaction (Information)
IDENTIFIERS *University of North Dakota Grand Forks

ABSTRACT

University of North Dakota (UND) faculty perceptions of services and programs offered by the Division of Student Affairs were surveyed. Of the 512 faculty and administrative officers of the University Council who were mailed questionnaires in 1981, 202 responses were obtained. Findings include the following: the majority of the respondents held the rank of assistant professor or higher (85 percent), were male (66 percent), and had taught at UND for 4 or more years (64 percent); generally, faculty rated the adequacy of student services information provided to them as "satisfactory/seems about right" (46 percent); responses to other sections of the survey revealed a widespread lack of knowledge regarding student services; faculty revealed overwhelming support for the provision of services designed to assist students with a variety of concerns, needs, and problems--more than 70 percent of the respondents rated 32 of the 45 items as "important" or "very important"; while some services were found to be relatively well known by faculty (8 had an 80 percent recognition rating), most services were not; 11 services were judged to be "excellent" or "good" by 50 percent or more of the respondents, only four items were judged to be "fair" or "poor" by as many as one-fourth of the faculty, but 21 of the 45 items received "don't know/no opinion" responses from a majority of respondents; more than half of the faculty stated that they know "little" or "nothing" about the programs and services provided by 11 of the 24 student affairs offices and departments; and the faculty's top 3 preferences for being informed about student affairs services/programs were a comprehensive guide to student services, a student affairs directory, and articles in the "University Letter." Measures enacted to provide information within the college are outlined. The questionnaire is appended. (SW)

ED221099

UNIVERSITY OF NORTH DAKOTA
DIVISION OF STUDENT AFFAIRS

STUDENT AFFAIRS COMMUNICATION WITH FACULTY: AN ANALYSIS

Robert B. Nelson
Donna M. Urff

RR-SA-050182

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TABLE OF CONTENTS

LIST OF TABLES.....iii

INTRODUCTION.....1

METHOD.....2

RESULTS.....2

Adequacy of Information.....3
Knowledge of Services Provided.....3
Quality.....6
Differences in Responses.....7
Perceived Need.....9
Knowledge of Student Affairs Offices/Departments.....10
Preferred Methods of Information Delivery.....12

SUMMARY.....12

CONCLUSIONS.....14

APPENDICES.....17

APPENDIX A. Cover Letter and Questionnaire.....17
APPENDIX B. Selected Comments and Suggestions.....22

LIST OF TABLES

TABLE		PAGE
1.	Importance of Student Services for this University	4
2.	Services Majority of Faculty "Don't Know" if Provided	5
3.	Services With High Recognition by Faculty	6
4.	Services Most Faculty "Don't Know/No Opinion" as to Quality of Services	7
5.	Services Rated as "Excellent/Good" by Majority of Faculty	8
6.	Faculty Perceptions of Student Services With the Greatest Need	10
7.	Faculty's Knowledge of Programs/Services Provided by the Division of Student Affairs Offices/Departments	11
8.	Preferred Methods For Information Dissemination	13

Introduction

For several years the Division of Student Affairs at the University of North Dakota (UND) has questioned if it effectively communicates with faculty, administrators, and students. A study investigating this concern was completed as part of an assignment for a public relations class (Vorland, 1977) in which various Student Affairs staff members were interviewed about their perceptions of the Division's communication efforts. Faculty and students were also randomly polled to discover their awareness of the various programs and services available on campus. The findings of the study served to increase sensitivity within the Division to communication/media efforts by revealing that much of the information provided by the Division of Student Affairs was not reaching its constituents.

An outgrowth of the study was the appointment by the Vice President for Student Affairs in 1979 of the Student Affairs Information Dissemination Committee. This group was charged with the responsibility to evaluate the effect of the Division's communications endeavors on the University community. This report summarizes the committee's attempt to answer, through the Student Affairs Faculty Survey, six specific questions regarding UND faculty and administration perceptions of Student Affairs services and programs:

1. Is the information provided to faculty by the Division adequate?
2. How important to the University do faculty consider student services to be?

3. Do faculty know if specific student services are currently provided?

4. How do faculty rate the current quality of student services?

5. How knowledgeable are faculty about specific Student Affairs offices/departments?

6. What methods of disseminating information are most preferred by faculty?

Method

The faculty survey consisted of four major sections. The first section requested basic demographic information. The second measured faculty knowledge of the various services existence and their perceptions of importance and quality. The third section measured faculty awareness of specific Student Affairs offices/departments, and the fourth section asked the preferred method of disseminating information. Appendix A contains the actual survey instrument while Appendix B lists the written comments and suggestions received.

In February, 1981, the survey was mailed to 512 UND faculty and administrative officers of the University Council. The University Council is comprised of faculty members holding the rank of instructor or above and University administrative officers. A total of 202 completed questionnaires were received resulting in an overall response rate of 35.7%. No followup was attempted with nonrespondents. The survey information was keypunched on computer cards and the data analyzed using the Statistical Package for the Social Sciences (SPSS).

Results

The majority of the respondents held the academic rank of Assistant Professor or higher (35%), were male (66%), and had taught at UND for

four or more years (64%). The College of Arts and Sciences accounted for the largest single group of responses (28%) with four other colleges (HRD, Medicine, BPA, and CTL) together accounting for an additional 59%.

Adequacy of Information

Generally, faculty rated the adequacy of student services information provided to them as "satisfactory, seems about right" (46%). However, more than one in five (21%) responded that it was "inadequate" or "totally inadequate" and an additional 25% believed it was "OK, but needed improvement." Thus, the faculty was evenly split as to whether improvement was needed in the information as currently provided by Student Affairs.

Section 2 of the survey listed 45 concerns, needs, and problems among college students for which universities typically provide student services. Respondents were to indicate how important they considered the service to be, whether they knew if the service was currently provided, and if so, their perception of the quality of the service.

Faculty overwhelmingly supported the importance of the vast majority of the student services. More than 70% of the faculty rated 32 of the 45 items as "important" or "very important." Only three of the items failed to attain a 50% importance rating: "planning and budgeting personal funds" (48.5%), "participating in a racial or ethnic organization" (45.2%), and "participating in a social fraternity or sorority" (24.1%). Table 1 lists those services which received a 90% or greater importance rating.

Knowledge of Services Provided

Although no more than 4% of the faculty responded "no" (service not currently provided) to any of the 45 items, a widespread lack of knowledge about the availability of services was evident. Table 2 reveals that

Table 1

Importance of Student Services
for this University

Student Service	Very Important/ Important	Not Sure	Unimportant/ Very Unimportant
Receiving accurate and up-to-date information about UND prior to enrolling	99.0%	.5%	.5%
Having access to a person in authority concerning a complaint or grievance	97.1	1.8	1.2
Having access to intellectually stimulating programs & activities	97.0	2.4	.6
Obtaining health care in an emergency	96.4	2.6	1.0
Obtaining long-term financial assistance	95.9	4.1	---
Receiving assistance through Freshman Orientation in getting started in college	95.9	2.4	1.8
Obtaining short-term loans	94.9	4.5	.5
Obtaining routine health care	94.4	5.1	.5
Being informed regularly about campus events, programs, and issues	94.2	4.1	1.8
Learning effective study skills	94.1	4.7	1.2
Planning an academic program consistent with career or life goals	94.1	4.1	1.8
Dealing with physical handicaps	93.5	5.4	1.2
Finding a job after graduation	92.2	4.7	3.1
Deciding about withdrawing from college	90.2	6.7	3.1
Being informed of individual rights and treated fairly in a legal or disciplinary hearing	90.2	8.8	1.0

more than one of every four items (12) received a majority of "don't know" responses. An additional 12 items received at least one-third "don't know" responses. A few services/programs, however, are widely known by faculty as reflected by the items in Table 3 which received 80% or greater "yes" (service is provided) responses.

Table 2

Services Majority of Faculty "Don't Know" if Provided

Service	Don't Know	Yes	No
Planning and budgeting personal funds	87.0%	10.9%	2.1%
Finding a summer job	75.6	22.8	1.6
Dealing with problems in dating, marriage, or relationships with the opposite sex	71.1	27.4	1.6
Planning good, nutritious meals and/or diet counseling	67.7	29.3	3.0
Obtaining adequate child care	63.8	32.5	3.7
Learning to live and work with people whose cultural and ethnic backgrounds are different	58.4	40.0	1.6
Overcoming an educational handicap resulting from social, economic, or cultural background	57.6	38.8	3.6
Undertaking study outside or beyond UND	54.9	42.7	2.4
Obtaining sexual information including birth control, problem pregnancy, and VD counseling	54.2	45.3	.5
Engaging in community service projects	52.7	46.1	1.2
Obtaining health care for chronic condition	50.3	47.6	2.1
Improving reading speed and comprehension	50.0	48.8	1.2

Table 3

Services with High
Recognition by Faculty

Service	Yes	Don't Know	No
Being informed regularly about campus events, programs, and issues	90.9%	9.1%	---%
Obtaining routine health care	89.1	10.9	---
Participating in social fraternity or sorority	84.9	14.5	.6
Having access to intellectually stimulating programs & activities	84.0	14.7	1.2
Dealing with physical handicaps	83.3	16.7	---
Finding a job after graduation	82.1	17.9	---
Obtaining long-term financial assistance	82.0	17.0	1.0
Receiving assistance through Freshman Orientation, in getting started in college, etc.	80.6	19.4	---

Quality

A lack of knowledge regarding student services was again revealed by the faculty ratings of the quality of the services. A majority of the faculty responded "don't know/no opinion" to 21 of the 45 items on the survey. Fourteen of the remaining items were rated similarly by at least one-third of the respondents. Table 4 lists the items which two-thirds or more of the faculty were unable to rate.

Faculty impressions were generally favorable towards those services which they were able to rate. Eleven services were judged to be "excellent" or "good" as currently provided by the majority of the respondents (see Table 5).

Table 4

Services Most Faculty "Don't Know/No Opinion" as to Quality of Service

Service	Don't Know/ No Opinion	Excellent/ Good	Fair/ Poor
Planning and budgeting personal funds	90.2%	6.7%	3.0%
Finding a summer job	78.7	11.2	10.1
Dealing with problems in dating, marriage, etc.	75.7	18.3	5.9
Planning good nutritious meals, and/or diet counseling	70.1	20.4	9.5
Overcoming an educational handicap resulting from social, economic, or cultural background	69.2	20.5	10.3
Learning to live and work with people whose cultural and ethnic backgrounds are different	67.6	14.1	18.2
Obtaining sexual information including birth control, problem pregnancy, and VD counseling	66.9	20.9	12.2
Obtaining adequate child care	66.7	22.2	11.1

Differences in Responses

To determine whether the number of years taught at UND affected the manner in which faculty responded to the survey, an analysis of variance was conducted on the ratings. Tukey's Honestly Significant Difference (HSD) Statistical Test ($p<.05$) was used to examine a posteriori contrasts between the three group means (number of years taught).

Only one item's rating of importance, "obtaining child care," revealed ratings where group means differed significantly, F (2, 163) = 5.34, $p<.0057$. Faculty who had taught between "1-4" years rated this

Table 5

Services Rated as "Excellent/Good"
by Majority of Faculty

Service	Excellent/ Good	Fair/ Poor	Don't Know/ No Opinion
Being informed regularly about campus events, programs, and issues	67.3%	20.5%	12.2%
Having access to intellectually stimulating programs & activities	60.4	26.0	13.6
Dealing with physical handicaps	59.1	10.4	30.5
Obtaining long-term financial assistance	57.6	10.3	32.1
Receiving accurate and up-to-date information about UND prior to enrolling	57.1	14.1	28.8
Receiving assistance through Freshman Orientation in getting started, etc.	55.8	14.1	30.1
Developing recreational skills and participating in sports and leisure time interests	54.2	15.0	30.
Having access to a person in authority concerning a complaint or grievance	51.3	14.5	34.2
Obtaining information or counseling on matters of special interest to women	50.7	9.9	39.5
Being able to receive a guided campus tour prior to enrolling	50.0	8.6	41.4
Obtaining short-term loans	50.0	10.0	40.0

item more important ($\bar{x}$ = 1.89) than those in the "more than 4" group ($\bar{x}$ = 2.45). This finding may simply reflect that faculty in this group were younger and more attuned to this concern.

Knowledge of the services provided yielded 10 items where significant differences existed between subgroups. In each instance the group

consisting of more than 4 years at UND was more likely to indicate that the service was provided. The findings also revealed 19 items in which significant differences existed between groups based on whether or not faculty expressed an opinion as to quality of the program/service. Again, the subgroup consisting of more than 4 years at UND was more likely to respond with the rating of the quality than to indicate "don't know/no opinion." No differences were found between the subgroups in their ratings of the quality of the service as currently provided.

These findings come as no surprise. Certainly, the longer a person has been at a university, the more familiar they should become with the services and programs provided and have an opinion as to the quality of the service. The fact that few differences existed between groups in the ratings of how important a particular service was can probably be attributed to the overall strong support revealed for student services.

Perceived Need

To determine respondents' perceptions of the relative need for the services/programs, Rohde's Need Analysis (1975) was completed. Rohde defined need as the discrepancy between desired and actual performance and developed a procedure to quantify need in a final priority rating. Applying this analysis to the respondents average ratings of "how important" each item was and "how well" it was currently provided resulted in seven items with priority ratings greater than 10. These are presented in Table 8.

These items reflect those services/programs where faculty perceived a large difference between what was currently provided and what should be provided. It must be emphasized, however, that these rankings are

Table 6

Faculty Perceptions of Student Services With the Greatest "Need"

Student Service	Mean Importance[a]	Mean Quality[b]	Priority Rating	Priority Rank
Obtaining routine health care	4.398	2.450	10.78	1
Learning to live and work with people whose cultural and ethnic backgrounds are different	4.031	2.600	10.48	2
Obtaining health care in an emergency	4.646	2.250	10.45	3
Learning effective study skills	4.473	2.325	10.40	4
Having access to a variety of viewpoints including controversial speakers	4.247	2.398	10.18	5
Finding a job after graduation	4.492	2.242	10.07	6
"Catching up" in certain basic academic skills	4.048	2.474	10.01	7

[a]Scale was reversed to reflect a rating of 5=Very important; 1=Very unimportant.

[b]A rating of 4=Poor, 1=Excellent.

based only on faculty perceptions and may or may not reflect the "real" importance of the service to the University or the "real" quality of the service as currently provided. Since it is unknown to the authors how faculty form their perceptions, the only conclusion to be drawn is that these items point out areas to which the Division may need to devote further attention in order to determine if additional measures are required.

Knowledge of Student Affairs Offices/Departments

A lack of familiarity with the Division of Student Affairs was

Table 7

Faculty's Knowledge of Programs/Services
Provided by the Division of
Student Affairs Offices/Departments

Office/Department	A great deal/ quite a bit	Some	Little/ Nothing
Memorial Union	54.4%	33.8%	11.8%
Career Planning & Placement	36.2	27.0	36.7
Student Financial Aids	33.7	31.6	34.7
Student Health Services	30.5	40.1	29.4
Women's Programs	29.9	34.0	36.1
Counseling Center	26.6	42.7	30.7
Enrollment Services	26.1	28.7	45.2
Career Development	24.9	33.7	41.5
Testing Services	24.6	35.6	39.8
Handicapped Student Services	22.2	33.5	44.3
Personal Counseling Services	20.1	36.6	43.3
Dean of Students	19.6	33.7	46.7
V.P. Student Affairs	18.5	40.0	41.5
Outreach Programs (HS Relations)	17.9	24.0	58.2
Native American Programs	17.3	29.4	53.3
Learning Services	15.9	29.7	54.4
Chemical Use/Abuse	15.4	22.6	62.1
Veterans Services	13.0	30.1	57.0
Student Activities	12.4	34.2	53.4
International Student Office	10.3	25.1	64.6
Upward Bound	10.3	21.1	68.6
Student Special Services	8.2	14.4	77.4
Black Student Programs	6.7	27.2	66.2
Talent Search	5.1	10.8	84.1

again evident in the faculty's ratings of the extent of their knowledge about the services/programs provided by specific offices and departments.

The Memorial Union (54.4%) was the sole office indicated by more

than 50% of the faculty as providing services that they knew "a great deal" or "quite a bit" about (see Table 6). Only two other offices (Career Planning and Placement and Student Financial Aids) received similar ratings from as many as one third of the faculty (36.2% and 33.7% respectively). More than half of all respondents indicated that they knew "little" or "nothing" about 11 of the 24 offices and departments listed.

Preferred Methods of Information Delivery

The survey's final section enumerated 13 ways in which the Division of Student Affairs could attempt to inform the faculty about the services/programs it provides. Table 7 reveals two approaches were clearly preferred: "a guide to student services" and a "Student Affairs directory." "Articles in the University Letter" also received support from a substantial number of faculty.

Summary

The Student Affairs Faculty Survey was undertaken to provide information on six specific questions about faculty perceptions of student services and programs.

1. Is the information provided to faculty by the Division adequate?

Although half (46%) of the respondents indicated that the information provided was "satisfactory, about right", responses to other sections of the survey revealed a widespread lack of knowledge regarding student services.

2. How important to the University do faculty consider student services to be?

Faculty revealed overwhelming support for the provision of services designed to assist students with a variety of concerns, needs, and

Table 8

Preferred Methods For
Information Dissemination

Rank	Method	First Choice	Second Choice	Third Choice	Points[a]
1	Guide to student services	51	34	19	240
2	Student offices directory	49	29	19	224
3	Articles in U. Newsletter	24	27	32	158
4	Workshops for new faculty	13	22	23	106
5	Brochures on specific areas	13	13	16	81
6	Student Affairs newsletter	7	16	21	74
7	Articles in Dakota Student	9	15	15	72
8	Student Affairs seminars for faculty	8	11	14	60
9	Slide-tape presentation on Student Affairs	7	8	7	44
10	Information racks . . .	4	6	11	35
11	Student Affairs departmental "brown bag" luncheons	5	6	5	33
12	Other	4	--	2	14
13	Notices on campus bulletin boards	--	2	1	5

[a]Points were assigned according to the following criteria: first choice=3, second choice=2, third choice=1.

problems. More than 70% of the respondents rated 32 of the 45 items as "important" or "very important."

3. Do faculty know if specific student services are currently provided?

While some services were found to be relatively well known by

faculty (8 had an 80% recognition rating), most services are not. A majority of the faculty responded they "didn't know" if 12 of the remaining 37 services were provided. Twelve other services received the same response from one-third of the faculty.

4. How do faculty rate the current quality of student services?

Eleven services were judged to be "excellent" or "good" by 50% or more of those responding. Only four items were judged to be "fair" or "poor" by as many as one-fourth of the faculty. However, 21 of the 45 items received "don't know/no opinion" responses from a majority of respondents.

5. How knowledgeable are faculty about specific Student Affairs offices/departments?

Faculty revealed a striking lack of familiarity with specific offices. More than half stated that they knew "little" or "nothing" about the programs and services provided by 11 of the 24 Student Affairs offices and departments. The Memorial Union was the only office a majority of faculty knew "quite a bit" or "a great deal" about.

6. What methods of disseminating information are most preferred by faculty?

The faculty's top three preferences for being informed about Student Affairs services/programs were: a comprehensive guide to student services, a Student Affairs directory, and articles in the University Letter. The least preferred methods were: departmental brown bag luncheons and notices on campus bulletin boards.

Conclusions

Perhaps the single most important conclusion to be drawn from the findings is that although faculty believe the provision of student

services to be important, they probably do not possess the information needed to refer students in need of help to the right program/department. Although this knowledge may be disconcerting, it reaffirms the conclusions of the Vorland (1977) report that the Division of Student Affairs has not been communicating effectively with its constituents. As a result of these findings and the earlier Vorland report, several measures have been taken by the Division to improve the kinds and quality of information provided to the University community. These measures include:

1. A Student Affairs newsletter, Newsbreak, published monthly and distributed throughout the University which details various services and programs in the Division.

2. The formation of a Student Affairs Division Advisory Committee consisting of faculty, staff, and students to provide additional input to the Division.

3. The hiring of a half-time graduate assistant as a media specialist to coordinate and develop communication efforts.

4. A slide/tape show designed to provide an overview of the Division's programs/services which has been shown to students, parents, faculty, and new Division employees.

5. Informal noon luncheons hosted by the Vice President for Student Affairs with small groups of new faculty to acquaint them with the Division and respond to any questions they might have.

6. The publication and distribution on a regular basis of Division research reports throughout the University.

7. The development and distribution to all faculty of a Division directory of departments, services, programs, names and pictures of staff.

The Division believes that these and other efforts will eventually provide dividends in the form of increased faculty knowledge of the services and programs available to help students. The future replication of the faculty survey will provide the data necessary to measure the success of these efforts.

APPENDIX A

COVER LETTER AND QUESTIONNAIRE

THE
UNIVERSITY
OF
NORTH
DAKOTA

VICE PRESIDENT FOR STUDENT AFFAIRS
Box 8132, University Station
Grand Forks, North Dakota 58202
(701) 777-2724

February 15, 1981

Dear Faculty Member:

The Division of Student Affairs is currently studying the impact of the student services we provide and the methods we use to inform the University community of these services. If there are changes that should be made within the Division of Student Affairs to improve our programs, we need to know!

One component of our study involves a Student Needs Assessment to be completed later this spring. While this will provide us with valuable input from students, you as a faculty member represent one of the best sources of information available to us regarding student services. To help us in our task, please take 10 to 15 minutes to complete the enclosed survey. Your responses will be used to focus our efforts on areas in which we need improvement.

Please return the completed questionnaire by campus mail in the self-addressed envelope included for your convenience. All information will remain strictly confidential. An ID number has been included for research purposes only and no one will be individually identified on any report prepared from this survey.

Our results will be presented in a Division of Student Affairs Research Bulletin available through the Vice President's Office. If you would like to receive a copy, let us know on your survey.

If you have any questions or concerns regarding our study, please feel free to contact me at 777-2724. I truly appreciate your cooperation with our project.

Sincerely yours,

Bill Bryan

William A. Bryan
Vice President for Student Affairs

WAB:pmn
Enclosures

(1-3) (4)
ID#

DIVISION OF STUDENT AFFAIRS
UNIVERSITY OF NORTH DAKOTA
GRAND FORKS, ND 58202

N = 202 of 512
35.7%

This questionnaire has been developed to provide information to the Division of Student Affairs in order to improve the services offered to students and faculty. Please complete the following items by circling the number of the response option which BEST reflects your answer. When you have completed the questionnaire, please return it to the Vice President's Office via campus mail. Thank you for your assistance.

UND TEACHING FACULTY		
	(5)	ACADEMIC RANK:
(10.0)	10.4%	1. Instructor
(24.1)	26.2	2. Assistant Professor
(29.0)	34.7	3. Associate Professor
(22.1)	24.3	4. Professor
(14.9)	3.5	5. Other (specify) _____
	1.0	MISSING
	(6)	SEX:
(27.3)	32.7	1. Female
(72.7)	66.3	2. Male
	--	3. Prefer not to respond
	1.0	MISSING
	(7)	YEARS TAUGHT AT UND:
	9.4	1. Less than One
	25.7	2. One to Four
	63.9	3. More than Four
	1.0	MISSING

(8)	COLLEGE:
28.2%	1. Arts & Sciences
10.9	2. Center for Teaching & Learning
5.4	3. School of Engineering & Mines
1.0	4. Law
7.4	5. Nursing
11.4	6. Business & Public Administration
13.4	7. Medicire
5.0	8. Fine Arts
14.4	9. College for Human Resources Development
3.0	MISSING
(9)	HOW ADEQUATE IS THE INFORMATION PROVIDED TO FACULTY REGARDING STUDENT SERVICES?
2.0	1. More than adequate; in fact, too much may be provided
45.5	2. Satisfactory, seems about right
24.8	3. OK, but needs improvement
17.8	4. Inadequate, more needed
3.0	5. Totally inadequate
6.9	MISSING

19

23

OVER

24

The following is a list of concerns, needs and problems common among college students for which universities typically provide student services. For each item please answer the following three questions by circling the appropriate numbers and letter.

A. How important do you consider this service to be for the University?
B. Do you know if the service is currently provided?
C. How would you rate the quality of this service as now provided?

RANK	A. IMPORTANCE?: Very Important	Important	Not Sure	Unimportant	Very Unimportant		B. PROVIDED?: Yes	Don't Know	No	C. QUALITY?: Excellent	Good	Fair	Poor	Don't Know/ No Opinion
17	95.9%	4.1%	---			1. Obtaining long term financial assistance (scholarship, grant, long term loans)	82.0%	17.0%	1.0%	57.6%	10.3%			32.1%
24	94.9	4.5	.5			2. Obtaining short term loans	72.2	27.3	.5	50.0	10.0			40.0
42.5	71.7	18.7	9.6			3. Being able to receive a guided campus tour prior to enrolling	72.4	27.1	.5	50.0	8.6			41.4
14	99.0	.5	.5			4. Receiving accurate and up-to-date information about UND prior to enrolling	77.9	21.6	.5	57.1	14.1			28.8
21.5	78.7	17.8	3.6			5. Finding a part-time job during school year	53.1	46.4	.5	31.7	13.9			54.4
36	48.5	34.0	17.5			6. Planning and budgeting personal funds	10.9	87.0	2.1	6.7	3.0			90.2
18	61.7	24.5	13.8			7. Finding a summer job	22.8	75.6	1.6	11.2	10.1			78.7
6	92.2	4.7	3.1			8. Finding a job after graduation	82.1	17.9	---	42.8	26.1			31.1
19	80.4	13.4	6.2			9. Understanding oneself and resolving personal problems	63.2	36.3	.5	37.8	14.4			47.8
28	74.3	19.4	6.3			10. Exploring and clarifying personal values through career/life planning	49.5	49.5	1.1	29.1	9.9			61.0
29	80.8	14.5	4.7			11. Having a professional evaluation of one's aptitudes, abilities, and interests	57.4	42.0	.5	34.7	11.4			54.0
11	90.2	6.7	3.1			12. Deciding about withdrawing from college	55.5	43.5	1.0	26.6	15.3			58.2
1	94.4	5.1	.5			13. Obtaining routine health care	89.1	10.9	---	39.6	34.3			25.1
13	80.9	16.5	2.5			14. Obtaining health care for chronic condition	47.6	50.3	2.1	20.7	16.7			62.6
3	96.4	2.6	1.0			15. Obtaining health care in an emergency	64.9	34.0	1.0	32.6	20.4			47.0
34	88.7	7.2	4.1			16. Obtaining information or counseling on drug and/or alcohol use	57.9	31.1	1.1	44.4	8.9			46.7
15	77.9	15.9	6.2			17. Obtaining sexual information including birth control, problem pregnancy, and VD counseling	45.3	54.2	.5	20.9	12.2			66.9
10	90.2	8.8	1.0			18. Being informed of individual rights and treated fairly in a legal or disciplinary action	52.9	45.5	1.6	30.9	13.1			56.0
35	66.7	21.0	12.3			19. Finding a place to informally associate with others	66.7	31.3	2.1	47.8	13.3			38.9
42.5	51.5	34.0	14.4			20. Dealing with problems in dating, marriage, or relationships with the opposite sex	27.4	71.1	1.6	18.3	5.9			75.7
2	80.5	13.3	6.2			21. Learning to live and work with people whose cultural and ethnic backgrounds are different	40.0	52.4	1.6	14.1	18.2			67.6

NEXT PAGE

	A. IMPORTANCE?:						B. PROVIDED?:			C. QUALITY?:				
	Very Important	Important	Not Sure	Unimportant	Very Unimportant		Yes	Don't Know	No	Excellent	Good	Fair	Poor	Don't Know/ No Opinion
37	68.2%	18.8%	12.9%			22. Developing recreational skills and participating in sports and leisure time interests	75.9%	22.9%	1.2%	54.2%	15.0%			30.7%
45	24.1	35.5	40.6			23. Participating in social fraternity or sorority	84.9	14.5	.6	39.6	19.5			40.9
8	97.0	2.4	.6			24. Having access to intellectually stimulating programs and activities	84.0	14.7	1.2	60.4	26.0			13.6
32	57.6	31.2	11.2			25. Engaging in community service projects	46.1	52.7	1.2	28.7	16.8			54.5
40	45.2	36.9	17.9			26. Participating in a racial or ethnic organization	67.5	32.5	---	30.9	16.1			53.0
27	85.2	10.1	4.7			27. Learning about student activities and organizations and how to gain access to them	70.1	29.9	---	45.6	18.1			36.2
30	94.2	4.1	1.8			28. Being informed regularly about campus events, programs, and issues	90.9	9.1	---	67.3	20.5			12.2
21.5	97.1	1.8	1.2			29. Having access to a person in authority concerning a complaint or grievance	73.3	25.5	1.2	51.3	14.5			34.2
25	95.9	2.4	1.8			30. Receiving assistance through Freshmen Orientation in getting started in college, getting acquainted, learning the ropes, and overcoming apprehensions about the University	80.6	19.4	---	55.8	14.1			30.1
16	70.6	20.0	9.4			31. Finding suitable off-campus housing	57.6	42.4	---	29.6	19.1			51.3
31	58.8	30.0	11.2			32. Planning good, nutritious meals and/or diet counseling	29.3	67.7	3.0	20.4	9.5			70.1
26	65.1	24.1	10.8			33. Obtaining adequate child care	32.5	63.8	3.7	22.2	11.1			66.7
44	64.5	22.5	13.0			34. Obtaining information or counseling on matters of special interest to women	72.9	25.9	1.2	50.7	9.9			39.5
38	74.0	20.7	5.3			35. Finding veterans information or counseling	77.1	22.9	---	49.7	7.1			43.2
33	93.5	5.4	1.2			36. Dealing with physical handicaps	83.3	16.7	---	59.1	10.4			30.5
9	94.1	4.1	1.8			37. Planning an academic program consistent with career or life goals	75.8	23.6	.6	40.3	21.4			38.3
4	94.1	4.7	1.2			38. Learning effective study skills	61.4	36.1	2.4	29.3	22.0			48.7
12	85.7	13.1	1.2			39. Improving reading speed and comprehension	48.8	50.0	1.2	25.7	13.5			60.8
7	80.6	17.0	2.4			40. "Catching up" in certain basic academic skills	49.4	47.5	3.1	20.1	18.1			61.7
23	77.4	20.2	2.4			41. Overcoming an educational handicap resulting from social, economic or cultural background	38.8	57.6	3.6	20.5	10.3			69.2
20	58.7	33.5	7.8			42. Undertaking study outside or beyond UND	42.7	54.9	2.4	19.0	16.3			64.6
5	87.3	9.6	3.0			43. Having access to a variety of viewpoints including controversial speakers	66.7	30.9	2.5	39.6	26.2			34.2
41	59.9	27.5	12.6			44. Having one phone number to call on campus for information on everything	59.3	38.3	2.5	39.6	13.4			47.0
39	88.2	9.4	2.4			45. Finding tutors, notetakers, readers, etc., for the handicapped	66.5	33.5	---	42.2	6.5			51.3

OVER

The Division of Student Affairs is comprised of the following offices/departments. Please indicate for each the extent to which you are knowledgeable about the programs/services provided.

	(1) Know Nothing	(2) Know Little	(3) Know Some	(4) Know Quite A Bit	(5) Know A Great Deal
V.P. for Student Affairs Office		41.5%	40.0%	18.5%	
Counseling Center		30.7	42.7	26.6	
Career Development Services		41.5	33.7	24.9	
Personal Counseling Services		43.3	36.6	20.1	
Learning Services		54.4	29.7	15.9	
Testing Services		39.8	35.6	24.6	
Memorial Union		11.8	33.8	54.4	
Dean of Students		46.7	33.7	19.6	
Black Student Programs		66.2	27.2	6.7	
International Student Office		64.6	25.1	10.3	
Veterans Services		57.0	30.1	13.0	
Handicapped Student Services		44.3	33.5	22.2	
Student Activities Office		53.4	34.2	12.4	
Upward Bound		68.6	21.1	10.3	
Talent Search		84.1	10.8	5.1	
Student Special Services		77.4	14.4	8.2	
Chemical Use/Abuse		62.1	22.6	15.4	
Women's Programs		36.1	34.0	29.9	
Enrollment Services		45.2	28.7	26.1	
Outreach Program (H.S. Relations)		58.2	24.0	17.9	
Student Financial Aids		34.7	31.6	33.7	
Native American Programs		53.3	29.4	17.3	
Student Health Services		29.4	40.1	30.5	
Career Planning & Placement Center		36.7	27.0	36.2	

Additional comments or suggestions:

THANK YOU

The following are a number of ways in which the Division of Student Affairs could attempt to inform faculty about the services/programs provided. Please select THREE approaches you would like to see used, and rank the three in order of preference (1=First Choice, etc.) [1st choice=3, 2nd=2, 3rd=1]

Points	
224	Student Affairs directory
81	Brochures on specific areas
44	Slide-tape presentation on student affairs
240	Comprehensive guide to student services
60	Student Affairs seminars for faculty
32	Student Affairs departmental "brown bag" luncheons
106	Workshops for new faculty
74	Student Affairs newsletter
72	Articles in the Dakota Student
158	Articles in the University Newsletter
5	Notices on campus bulletin boards
35	Information racks in strategic places stocked with brochures, pamphlets, etc.
14	Other (please specify) _____

What additional STUDENT services SHOULD be provided by the University?

What additional FACULTY services SHOULD be provided by the University?

APPENDIX B

SELECTED COMMENTS AND SUGGESTIONS

STUDENT SERVICES

Is there some way the University could be perceived more as a community and less as an aggregate of individual students with individual problems which are then referred to experts and professionals? Suggestion: Rezone the area between University Avenue and the tennis courts for local businesses, shops and restaurants. Would this produce a greater sense of community?

More attention to help with developing skills and abilities to do clear and cogent writing.

We lose students because they need more help in choosing a career. Augmenting this service would help maintain enrollment.

It seems to me that you are already doing more than you should.

More informal interactions with faculty members

You could cut out the frills -- your job is to ensure familiarization with academic life for new students, to explain the rules, and to see that they get to class. The rest is up to the student (except in the case of handicapped). It is not a function of a university to provide the training that should have been provided in high school, though this does provide jobs for administrators and counselors, which is no doubt the real goal. Stop trying to build an empire.

Additional recreational and studying facilities.

Better coordination of academic advising.

In some cases, I think we are becoming over-paternalistic in non-academic areas. At the same time, I know that we have many students who shouldn't be here and need help with non-academic problems before they can get on with life.

Something to make the University seem to have some intellectual orientation. Something to provide more faculty/student extra-curricular interaction.

Courses or drills in survival techniques and skills in disaster including floods, radiation, hazardous chemicals blowing in from Canada, etc. and drills in evacuation of the university and Grand Forks, and orientation to city and county plans in disasters as above.

FACULTY SERVICES

Representatives of Student Affairs could meet with faculty members of each department or college once a year to up-date faculty on the activities taking place and services being offered through Student Affairs.

Students and faculty should be provided with a top quality cafeteria line in the Memorial Union -- a first class service with tasty food at reasonable prices -- other universities provide this service -- this is the weakest area of service on this campus.

Reserved parking; tuition and fees for offspring.

The most urgent need for faculty services in regards to students is up-to-date information. Whenever we need information about something we find ourselves with last year's brochures or procedures. Constant updating is necessary.

Services to the faculty, you mean? I'd be content with a coffee-shop somewhere north of university where I could discuss questions between classes. With a stronger sense of itself as a community, UND would have an easier time solving the other problems.

Ombudsman/woman that is not beholden to the University.

Facilitate career enhancement/career modification and personal and career growth. Help avoid "burnout" and/or stagnation of an aging faculty.

Reserved parking, more parking with plug-ins.

Instructor on advisement teachniques and more clout associated with advisement role of faculty -- reflected in job descriptions and evaluations.

Offer workshops, seminars and brown-bag lunches covering areas such as student services (try some of each).

More time for teaching and research -- fewer questionnaires, less interference from Twamley middle management.

Results of this survey, including percent returned.

1) Child Day Care services for faculty and staff.
2) Carpooling services.
3) Reduced discount prices for professional books at Bookstore.

It would be dangerous and fruitless to try to make faculty info points for students. They will end up with too much garbled, misinformation. I even refuse to interpret the catalogue. I tell students to check with the Registrar, he decides who graduates regardless of what I say.

1) Clearer information to help us understand why college students are now so uptight and anti-learning, particularly as this information is specific to this campus.
2) Help in understanding how we can play an effective role in improving extra-curricular learning environments.

A comprehensive guide to faculty services would be helpful.

New faculty mini-workshops, which might include:
1) Writing course objective.
2) Planning curriculum schedules.
3) Writing tests.

Orientation for faculty regarding the Student Affairs services and how to utilize these services effectively.

Advisor workshops on the college level, both on services available to students and on the ins and outs of academic counseling.

Expand alcohol and drug program to include access to mental and personal problem areas -- burnout, etc.

Career planning for professors. As an article in the 3/9/81 issue of the Chronicle of High Ed point out, this is a service that is needed nationwide. Since this discussion provides career planning for students, it makes good sense to use these same skills for faculty.

Refrain administration such that it constantly recognizes and remembers WHY it is in place, and for what purpose--the education of students by teachers.

ADDITIONAL COMMENTS

I have been here for a relatively short time -- and deal very little with on-campus students, so my knowledge of student services is limited and not very presentative.

You've identified several serious needs on campus.

No men's programs?

As far as I can see -- women continue to be "ripped off" with continued discrimination and counseling into traditional roles, which results in second class citizenship. A panel attempted to deliver this message years ago, but no one "heard" what was being said. Women have many needs that are not being addressed -- on campus or in the future -- and no one cares, no one who has the "clout" to do something about it.

Suggesting to students what their interests/aptitudes and abilities are on the basis of multiple guess tests is of dubious merit. Inexperienced graduate students ought not to be doing this. It is a hazardous business for even the best of counselors.

Clearly self-serving questionnaire -- this whole thing is based on the assumption that one must hold the student's hand and do everything for him, making the fall as easy as possible. We are raising a generation that simply will not make much attempt to stand on it's own legs. Item #30 is very important, but the infor does not stick -- many students cannot stand on their own two legs. It is seldom that I would have the opportunity of knowing whether you carry out a certain function well.

I should learn more about the services of the Counseling Center.

I assume additional time at UND will enhance my knowledge of many of the items marked "don't know". Compared to other institutions I feel UND is doing a very good job in the Student Affairs area.

I've left the questions regarding the remedial programs blank because my response(s) would be one way if the programs were not going to compete with the academic programs for resources, and another way if they were (going to compete). "Intellectually stimulating" is too vague a term for a questionnaire

of this form. "Dealing with physical handicaps" can be interpreted in too many ways to be on a questionnaire of this form. I would favor services of special interest to women if they would be presented in a neutral manner, instead of a feminist and sexist manner.